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ABSTRACT

The process used by one researcher in developing an inventory of specific tasks performed by language teachers is described. The objective was to facilitate research on language teachers' jobs in a variety of countries and under differing teaching conditions and to provide job profiles for use in teacher education and by teachers, their unions, administrators, and others concerned with language teaching. The first section of the report describes the methodology of creating a task list. The second section makes observations on underlying models of the teacher's role and responsibilities. The bulk of the report is in the appended lists of tasks derived from teacher interviews. (MSE)

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Analyzing Language Teachers' Activities

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FL 016 389

Analyzing Language Teachers' Activities

Jon Roberts

4.7.86

PART ONE

The Enquiry

Objectives

The aim of the enquiry is to construct a self report instrument for analyzing the day to day work of FL teachers. The measure must be reliable, valid and applicable. It must not be unusably long or obscure in form. It must contain an adequate coverage of diverse operations in teachers' jobs so that it can discriminate different subsets of teachers e.g. how Mexican state secondary teachers' work differs from that of UK commercial TEFL teachers. It must provide usable profiles for the use of Teacher's Course Providers, (TCPs) teachers and teachers' unions, administrators and others. It must be flexible enough to allow modification. Though it is no more than an inventory of operations, it must be possible to relate it to contextual, dynamic aspects of the teaching. For Teacher's Course Providers, the value of the inventory would be:-

(i) as information to guide teachers' course design, both in practical components and as a "cross reference" with theoretical inputs, in the sense that the information provides a practical "agenda" against which the relevance or application of theory can be assessed.

(ii) as a model for an original situational analysis by a TCP in a setting new to him/her, particularly one of a radically different culture or system.

(iii) as a profile of teachers' work to indicate the model of teaching that underlies it.

Method

The enquiry reported is a pilot for a full scale replication of the research done by Youngman (73, 79, 84), applied to TEFL and ML teachers. (Youngman drew on a sample of 45 secondary teachers from 22 subjects, of whom 4 were in modern languages). Appendix 1 contains a resume of Youngman's objectives and methods.

Interviews. To date 5 ML teachers and 10 EFL teachers have been interviewed to provide detailed accounts of their work. The ML teachers are from 4 comprehensives in Berkshire and Oxfordshire. The EFL teachers are from two large London language schools (9) and the researcher's own institution (1). Three of the ML teachers were Heads of Department. In the EFL group no DOS or ADOS were interviewed.

The interviews produced from 37 to 104 operations each.

Following Youngman, it was decided to start from scratch rather than draw on previous descriptions (e.g. Hilsum & Strong 78, Sanderson 82) One pilot interview was done to satisfy the researcher that information on a par with Youngman's could be obtained:- 66 operations were

identified, and the interviewer's method was considered (by him) to be adequate for a pilot enquiry.

The sample was intended to be representative of both native speaker and non-native speaker language teachers, and of state and commercial sector schools. A future sample of non-native speakers working in state secondary schools outside the UK is to be added to the study. The sample is recorded in table 1. The range of institutions (6) allowed the inclusion of different organizational structures. A range according to administrative responsibility was sought in the ML sample, and may in future be added to the EFL sample. Criteria of sex of teacher, length of experience were not considered relevant at this stage.

Table 1 : Characteristics of the interview sample teachers.

	SUBJECT ML Exam	ML Non Exam	EFL Exam	EFL Non Exam	NS/NNS NS	NS/NNS NNS	SCHOOL TYPE State Comp.	SCHOOL TYPE Commercial	OTHER RESPONSIBILITIES H.O.D.	YEAR RESP.	European Studies	German	OPERATIONS ELICITED
1.			*	*	*			*					66
2.			*		*			*					66
3.			*	*	*			*					67
4.			*	*	*			*					54
5.			*	*	*			*					37
6.			*	*	*			*					81
7.				*	*			*					58
8.			*		*			*					51
9.			*		*			*					69
10.			*		*			*					57
11.	*	*				*	*		*				60
12.	*	*				*	*				*		72
13.	*	*				*	*					*	72
14.	*	*				*	*		*				104
15.	*	*				*	*			*			56
16.	*	*				*	*		*				94
	5	6	9	6	10	5	6	10	3	1	1	1	1002

30 to 45 minutes were allotted to each interview, a choice initially based on Youngman. The interviewer found that "flagging" seemed to set in at about 40 minutes with most respondents.

In all cases, the writer contacted Heads of schools or the DOS, who then announced the purpose and nature of the interview to staff and requested volunteers. In all cases the Head or DOS then set up a "programme" of interviews in their schools. A quiet room was set aside in almost all cases for interviewing, and two interviews conducted in an open foyer were much less satisfactory. The writer failed to send an explanatory letter to informants, and found that explanation was needed in the interview itself.

Interviews were held by only one interviewer; and there was a deliberate choice not to use a tape recorder. Operations elicited were written down during the interview (3) and then written up afterwards.

The interviewer explained the purpose of the interview and that interviews were anonymous. Few biographical details were collected. Teachers were given the choice of describing their jobs in terms of certain areas that they saw the job comprising (which then would be examined in detail) or of talking through the teaching in "real time", i.e. teaching a new class, a day's teaching, or a week's teaching. Most chose the latter, and were in all cases asked to talk in terms of what they did rather than in terms of beliefs or generalities. In almost all cases, descriptions were elicited with very little prompting. In the last 10 minutes or so of the interview, the interviewer recapitulated the areas covered and asked if any details or whole areas had been omitted.

When writing down comments, the interviewer either omitted or noted in the margin information on beliefs. He wrote each operation as separate points, which were later written up in "fair copy" and numbered. As far as possible, verbatim terms were written down and retained.

The separation of items into discrete operations, some of which are however subsumed by others, is a major descriptive problem that presents when there is a need to reduce the new list of operations, by conflating or rephrasing verbatim accounts of operations. However, the separation of items did not present as a problem in the interviews, as the pace and phrasing of the interviewee's speech and their ability to see the interviewer writing, made the separation of operations unambiguous in all but a handful of cases.

Compiling a checklist

Youngman chose to impose a rough classification of items (22 categories) on the new list of operations as a means to find similar items in an efficient way. In the case

of this small pilot, the procedure followed was:-

a) The operations elicited in interviews 2-6 in the table (305) were written on individual cards.

b) These cards were sorted into "clusters" according to similar reference or meaning. Repeated items were omitted.

c) Each "cluster" was attached to a sheet, which was then labelled. This provided a rough framework.

d) The rest of the data (777 operations) was read to reduce the total set of operations. Each operation was coded : either ✓ for inclusion, for which a new card was written and added to the framework
: X for exclusion, along with the reason. Repetition, vagueness or over specificity or triviality (e.g. go to classroom) were the main reasons.

By this procedure, the initial "raw" set of operations (1082) has been reduced to 565. Research will now have to be suspended. The first reduced list is to be found in Appendix 2. It is hoped that a blind parallel reduction can be done by another researcher to introduce some control for individual errors or interpretations.

Further Research

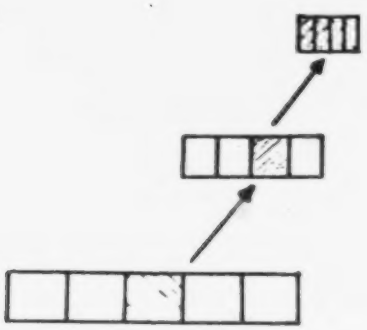
In the next stage of the research, the writer will attempt to produce an inventory for validation, and for statistical analysis. Two "built in" limitations of the research indicate a need for further research.

There is a serious theoretical difficulty in sampling and generalisation presented by this enquiry. It lies in the difficulty of defining any learning milieu as either the same, as similar to, or different from, the settings from which the sample was drawn. Reducing a point to absurdity, one can argue that no two schools, classes, or even lessons, are ever "the same", and so question how valid it is for variables defined in the one setting to be applied to another setting. In the end, it seems necessary to make some highly untheoretical, "seat of the pants" decisions about the extent to which a sample is relevant to population, and when a new sample must be taken. For instance, this enquiry intends to draw on teachers in UK comprehensives (Modern Languages), UK commercial schools (TEFL), and Mexican state schools (TEFL). To a teacher trainer in Singapore or Cameroun, how relevant are the findings of the research and the inventory it provides? It may indeed be that each setting will require its own replication of this enquiry.

The operations reported can be done in different ways, in terms of social and interactional characteristics that may be highly significant for learning. Also, it is somewhat striking that informants spoke relatively little of "in class" operations, compared with pre and post class. One can speculate that this is due to defensiveness about their own teaching performance or to the tacit, routinized nature of classroom practice.

It is likely that information this study could not capture may have to be obtained by a different line of enquiry, building on the information collected here. General teaching operations referred to (e.g. use reading passage) cannot be elaborated in the inventory intended, as it would become inordinately long. However, such an operation could be elaborated by parallel depth interviews in which teachers would "talk through" a day to a week of recent teaching with the aid of timetable, teaching materials, records of work and other cues. An additional data source could be the provision of teacher diaries for a week to two weeks of teaching. Both sources would allow an elaboration of some of the "in class" operations described and could possibly add to the set of operations overall.

Even this level of description however is unlikely to capture features in the "real life" of the classroom, for instance patterns of nomination, elicitation and feedback, and inter- personal reactions. Direct observation is required for such information, but perhaps could be best focussed by the analysis of operational units defined by the preceding phase of self report data collection. Thus one conceives of a pyramid of enquiry, with increasing delicacy both in description, and in the risk and self disclosure required for the informant:-



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PART TWO

Activities, Operations and Underlying Models : Some Observations

To provide courses, all teacher educators work from a model of what teaching is and what teachers do. It is disappointing that an explicit statement of such models is rarely found in TEFL teacher education literature, as compared with that of general education (e.g. Stones & Morris 72, Brown 75, Shavelson 73, Hopkins 85). In the absence of explicit accounts, one often has to infer the models of teaching from the TEFL course design itself. This is unfortunate, and professionally hard to justify. As the teacher should be expected to work from a coherent set of principles, so should the teacher educator make explicit the model of teaching underlying their course design, as the design is so profoundly affected by it.

Models of teaching are not, however, to be equated with data based "scientific" theories. They tend to be the product of social/moral paradigms, are closer to social/moral beliefs than to "scientific" theories and are simultaneously product and definition of their culture. It is often noted that of all adult jobs, teaching is the only one of which the adult population has direct and extensive experience. Children spend thousands of hours in schools, experiencing dozens of teachers. So each novice teacher comes to his/her training with a great deal of culturally acquired tacit knowledge about teaching. (In this sense alone teaching is closer to parenthood than to a profession. We all have a teaching "script" to draw on. Models are present, powerful, and tacit.) As models of teaching are cultural products, so is the nature of a teacher's job. Cultural, economic and administrative stuctures define the teacher's role, the resulting role perceptions of children, parents, teachers, administrators, employers, sponsors and so on, and the relations between these groups.

A useful, concrete way to compare teachers' roles and to infer cultural differences is to examine the teacher's field of action, actual and potential, within his/her system. The field of action is defined as a field within which the teacher can exercise choice. In different milieux, the field of action varies in scope and subject:- the teacher is allowed to make and use his own texts, or not; is able to use duplicators, or not; is able to draw up original schemes of work, or not; is able to assess students, or not; is able to choose textbooks, or not. And apart from these administrative possibilities, we can also recognize economic/logistical possibility (e.g. can give time to marking homeworks, or not) or cultural possibility (what is seen as acceptable teacher and student behaviour). On occasion, shortened role descriptions are used to mark these differences (teacher as professional, teacher as operative, teacher as civil servant) and they are useful metaphors which, even if they only hint at a complex world of differences, do suggest distinctions critical for resulting teacher education provision.

How then can we characterize models of teaching? By revising courses, and by analysing the field of action of sets of teachers, one can suggest certain models, as follows:-

1. **Teacher as footsoldier.**

In a centralized system, choice of textbook, general instructional style, rate of progress by pupils, responsiveness to differing learners' needs, are commonly predicted by central authority, such that choice is removed from teachers in these areas. Typically there is a system of external inspection to enforce these predictions. In such a system, a teacher's field of action is likely to be limited to certain aspects of classroom management.

2. Teacher as Methodology Applier.

It is very likely that the "footsoldier" above is predicted as following a limited set of prescribed methods. A different common model of the FL teacher is that of an applier of different methodologies, each of which has a coherent set of activities, text types and choice areas. One notes that such a model presupposes the general effectiveness of a methodology to the learners the teacher will meet. In such a model, the teacher's field of action is defined by the methodology.

3. Teacher as Decision Maker.

Teaching in this model is seen as a continuous interaction between teacher, class, and longer term goals in a process of appraisal, decision making and action (Shavelson 73). Central to the teaching is the teacher's capability to monitor and appraise his/her own performance and that of pupils, in terms of learning outcomes and effective response. Decisions are seen to be taken on the basis of this appraisal, and action taken with reference to an adequately full quiver of pedagogical arrows.

Implicit to this model is a view of teaching as a predictive, outcome oriented activity, which thereby has the potential to see teaching as experimental. It incorporates views of the teacher as professional and eclectic. The field of action is, necessarily, wide.

4. Teacher as Robot.

Model 3 is founded on a "freewill" view of teaching. Parallel to it, and not necessarily exclusive of it, is a model of teaching in which a teacher is not a free decision maker, even in a democratic system or with a superficially wide field of action. There are two rather different views of teaching in which "freewill" is limited:-

(i) As we all have teaching "scripts", these tend to have a powerful but tacit controlling effect on our self concept in teaching, and in our conception of alternatives and oppositions in doing teaching. These affect not only action but much more significantly, how we perceive, frame and name classroom incidents, types of learner, and types of teaching intervention, so that our reasoning is inevitably led by them. Without self confrontation, and outsider support, we are unlikely to realize what our controlling assumptions are.

(ii) Every day, teachers take part in hundreds of interactions with learners, ask hundreds of questions, respond to hundreds of student utterances. Over a single year, many thousands of such interactions occur. It is inevitable that a unique and spontaneous response to each and every unique case is impossible. The true diversity of interactions and cases has to be reduced to a workable, limited set of typings, according to which the teacher reacts in certain routine ways, routinized by success in coping, as a necessary way to cope is to simplify and routinize one's behaviour when you are "on your feet" in class. According to this model, one is far more in the business of routinely playing certain cards in response to a self-limited set of cues, (2) than in a continuously revised cycle of exploratory decision making.

Given the power and significance of these models of teaching, what line of research could deal with the important questions about them: what actually are the models of language teaching that different groups work with?; how do such models affect teaching and learning behaviour?; how susceptible to research are they? It would seem that the fields of ethnomethodology and construct psychology are the places to begin to dig. However, this researcher finds such research questions too big for him for reasons of practicality and in principle. Instead, the choice is for a preliminary, descriptive study, which asks what teaching operations are typical of three FL settings, what degree of overlay there is in teaching operations from three settings, and what operations appear to be distinctive of the different settings. It does not ask how different contexts affect the composition of jobs, nor how far value differences can be mapped into systematically different teaching behaviours. However, as is suggested above, the descriptive inventory may serve as a useful point of reference for the more qualitative exploration of distinctive models of teaching and their realization in teaching operations and activities.

Notes

1. It could be useful to distinguish within the field of action at least two sub-fields of action: a field in which the teacher is a free agent (what form of question to ask, whether to translate a word or not, whether to nominate one student over another) and an area of influence (e.g. having a say at departmental meetings).

2. Doyle (n.d.) in "The Ecology of the Classroom" makes this point, and illuminates the behaviour of novice teachers as attempts to simplify the situation to make it manageable (e.g. talk to the front row). Wragg makes the same observation in terms of the sheer frequency of verbal interactions. The process of "typing" is obviously at the very centre of teachers "implicit" theory, and is likely to be affected by the scripts referred to above.

   It is perhaps for this reason too that there is such a mismatch between the discriminations made by methodologists (e.g. Kerry 82, Brown & Hatton 82, Hubbard et al 83) at a level of analysis by an outsider, and the actual rules of action employed by teachers when on their feet.

3. My impression was that this was helpful in that it put the informant in a more powerful position vis a vis the interviewer that a tape recorded interview would have done.

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Appendix One: From "Analyzing Teacher Activities" MB Youngman Univ. of Nottingham 1979

2 Objectives

It now becomes possible to describe very concisely the objectives of this study. It seeks to construct a self-report instrument for analysing the day-to-day work of secondary school teachers. In addition to meeting the usual criteria for a psychometric measure (reliability, validity and applicability) the instrument must be capable of a reasonably quick response, at the same time covering as many aspects as possible of an expansive job. Furthermore it is a job that is prone to continuous and sometimes rapid change and therefore the instrument itself must be capable of modification to meet these changes. As Hargreaves (1977) argues, too many descriptions of teaching behaviour have failed to take into account its contextual and dynamic aspects.

A subsidiary objective concerns the data arising in pursuance of the main objective. Since a wide range of information is needed to validate the instrument, it should be possible to examine a number of features of teaching even at this pilot stage. The most important of these is the pattern of differentiation of teaching activities especially between subjects and in relation to length of experience and scale point.

3 Outline of the method

The methodological nature of this study requires detailed descriptions of the various steps involved. However before these accounts are presented it is useful to see an outline of the complete study. The interested reader might also like to refer to Youngman et al (1978) since there a similar methodology is described.

Interviews: the first step was to interview a sample (N=45) of secondary school teachers to obtain highly detailed accounts of teachers' work. Care was taken to represent selected dimensions of responsibility and experience to the extent that four deputy heads and one head were included. Each interview generated between 40 and 120 teaching operations.

Checklist compilation: the checklist was a random compilation of the teaching operations identified in the interviews. The massive starting number (over 1,000) was reduced by removing similar ones, by generalising specific ones and by excluding rarely used operations. A final set of 485 items was randomised and compiled into a 17-page checklist, 30 items per page. Photoreduction was used to make the final document less daunting. An introductory page requested a limited range of biographic data.

Distribution: two samples each of 4 schools were used to ensure a spread of school types and so that sufficient replies could be obtained to allow parallel analyses. The first sample was used for

a preliminary analysis, both samples (232 responses from 524 distributed checklists) formed the basis for the main analyses. Checklists were personally delivered to all schools but two methods of return, central or postal, were used.

Preliminary analysis: an initial cluster analysis of the responses from 125 teachers was used to identify a structure of teaching activities. Eventually 17 teaching activities were considered interpretable and these were used for the main validation checks.

Validation design: validation centred on assessing the degree to which the checklist responses matched the teachers' perception of what their jobs entailed. It was also considered essential to evaluate the test-retest reliability of the checklist. The procedure adopted required the teachers who had returned the checklist to complete one page of the checklist again and to rate either the importance or the incidence of the 17 activities in their jobs.

Main analyses: these were conducted shortly after the end of the school summer term by which time responses had virtually ceased, and no further follow-up was then possible. The purpose of the remaining analyses was to identify a more acceptable activity structure and then to employ this to elaborate on the validation. Correlations between ratings and checklist responses were obtained. Reliability was checked by correlating responses on the 4 retest pages, and by counting mismatches. Additional validation evidence was obtained by examining the activity patterns of subgroups based on certain biographic categories.

Checklist modification: the initial form of the checklist was designed to encompass as much of the interview material as possible, and as a result was undesirably long. The subsequent analyses supplied information on which items could be omitted without reducing the scope of the checklist. These analyses also highlighted areas that would benefit from some elaboration.

Consequently the end product is a pilot instrument with known strengths and limitations. To produce an acceptable version will require a final administration to a suitably large sample.

The following sections describe each individual stage in greater detail.

Appendix Two

First Reduced List of Operations (Provisional) 17 June 1986

The original list of 1082 operations has been reduced to the list below (see project report for the method used). The provisional category titles are included in capitals.

OVERLAPS WITH COLLEAGUES' TEACHING

1. check if required for non routine duties (e.g. standby, exam, invigilation)
2. check with other teachers on how my component fits with theirs, with the same class
3. tell other teacher with shared class what to do
4. follow on from other teachers with shared class
5. prepared lesson for shared class independently of other teacher
6. find out what other teacher did with shared class
7. divide activities with second teacher
8. liaise with second teacher
9. tell colleagues about classroom changes
10. tell students classroom changes
11. teach standby class
12. refer to work record of standby class

EXCHANGE TEACHING IDEAS WITH COLLEAGUES

13. Tell colleague about your own successful lessons
14. Exchange lessons with other teachers
15. Exchange lesson plans with other teachers
16. Suggest books to colleagues
17. Put materials into communal file or pool
18. Adapt other teachers' lessons for own use
19. Ask other teachers for ideas for particular classes
20. Share ideas with other staff
21. Share articles with other staff
22. Ask colleagues how to teach a grammar point
23. Talk to colleagues about a problem in exercises
24. Discuss lessons with "mentors"
25. Observe colleagues teaching
26. Get colleagues' help on exam questions
27. Make copies of teachers' own good materials
28. Pass round copies of useful materials to colleagues

DEPARTMENTAL/STAFF SYLLABUS LINKED COLLECTIVE WORK

29. Attend teachers meetings

30. Attend departmental meetings

31. Attend weekly staff meetings - senior staff meeting

32. - year team

33. - pastoral unit

34. - whole staff meeting

35. - Heads of Department meeting

36. - Curriculum Development meeting

37. Chair departmental year teachers' meeting

38. Submit minutes of Departmental meetings

39. Add to agenda for Departmental meeting

40. Write departmental meetings agenda

41. Write up minutes of departmental meetings

42. Request a topic to be discussed in departmental meetings

43. Attend departmental year teachers' meeting

44. Discuss new developments with colleagues in departmental meetings

45. Evaluate new materials (what works, how to use) in departmental meetings

46. Find out where colleagues are up to in the scheme of work

47. In departmental meeting, discuss testing and exams with colleagues

48. Discuss scheme of work with colleagues

49. "Brainstorm" ideas with colleagues for a particular year level

50. Show colleagues how to use graded objectives forms

51. School buys books

52. Take responsibility for syllabus for a year level

53. Report back to colleagues about courses or development work

54. Receive publishers' publicity and circulate to colleagues

55. Distribute publicity for FL magazines

56. Organize students' subscriptions to FL magazines

57. Present research on methods done in working party

58. Arrange "assistant" joining school staff

59. Brief "assistant" on school syllabus

60. Organize assistant timetable

61. Arrange lesson observation for student teachers in the term before teaching practice

62. Organize student teacher's teaching practice timetable with supervisors

63. Assist student teacher with teaching practice

64. Observe and report on student teacher's teaching practice

65. Request authority to engage an "assistant" from education advisor

66. Write job advertisements for a post at the school

67. Organize computer/video resource files

68. Prepare video/computer materials for school

69. Make video films for school

70. Check/watch videos for school

71. Enter new texts into computer for school

72. Organize timetable for students on teaching practice

73. Write reports about student teachers

74. Organize timetable for "assistants"

75. Organize tasks for "assistants"

76. Speak to other teachers about the progress of a shared class

77. Discuss with colleagues if student should go up a level

78. Discuss students with colleagues

79. Discuss reasons for student behaviour/problems with colleagues

80. Discuss what students need

81. Gossip about students

82. Attend guest lectures

83. Receive and deal with messages from staff and deal with it

84. Check if there are enough materials

85. Write memos to other staff

PROFESSIONAL ACTIVITY OUT OF SCHOOL OR ACROSS SCHOOL

86. Attend Modern Language Association meetings

87. Participate in new syllabus scheme with education authority advisors

88. Join inservicing activity

89. Join a working party

90. Encourage staff to develop subject related interests outside school

91. Correspond with Education Authority subject advisors about inservicing

92. Attend teacher development meetings

93. Attend seminars for new ideas

94. Take part in course for higher qualification

95. Work as a union representative

NON SYLLABUS LINKED ADMINISTRATION OR OTHER

96. Pass messages from staff on to own pupils

97. Do administration - letters - school activities, visitors to school or external exams

98. Have pupils referred to me for subject/pastoral problems

99. Attend school assembly

100. See individual students in tutor group to pass on messages (detention, special lessons, rehearsals, careers counselling)

101. Read tutor group pupils' reports in all subjects

102. See parents

103. Organize a debating competition

104. Inform tutor group students where they have to be (eg exams)

105. Do break duty

106. Write profiles of tutor group students for the careers master

107. Check attendance of tutor group at the end of the day

108. Find whereabouts of missing students

109. Apply sanctions to children

110. Take responsibility for resources for a year level

111. Receive annual amount of money to spend on department

112. Prepare departmental budget for Head of school

113. Check department's spending throughout the year

114. Respond to parents calls or letters

115. Contact parents (academic or pastoral)

116. Inform children in tutor group about filling in forms

117. Chase pupils for absence notes from parents

118. Check uniforms and/or appearance of pupils

119. Persuade pupils to attend school

120. Give detentions if pupils not attending

121. Supervise detentions

122. See subject teachers about tutor group students discipline

123. Refer pupils to Head of year for indiscipline

124. Organize pupil exchanges (with twin town or school abroad)

125. Collect departmental petty cash

126. Review/summarize application for a teaching post in the Languages department

127. Remind pupils to attend detentions

128. Refer pupils to next person up in the hierarchy

129. Take weekly football practice with pupils

130. Take pupil teams to matches, referee

131. Organize school football team (fixtures, kit)

132. Organize pupils' annual day trip to France

133. Collect pupils' passports for day trip

134. Arrange insurances for day trip

135. Communicate with parents about day trip

136. Change currency for day trip

137. Organize detention rota

138. Invigilate detention

CONTACT WITH HIERARCHY (DOS)

139 Recommend class placement for next month

140 Arrange level change for student

141 Discuss with DOS if student wants level shift

142 Speak to DOS about progress of class

143 Recommend which student group

144 Discuss problem students with DOS/ADOS

145 Refer problem students to DOS/ADOS (level change)

146 Suggest books to order by DOS

147 Suggest equipment to order to DOS

148 Consult DOS to find materials for language problems

149 Consult with DOS about piloting materials

150 Deal with DOS about own personal problems (eg lateness)

151 Deal with DOS about conditions

152 Refer to pupil to Head of Year/Head of Department

153 Arrange for an affair copy to be made

154 Receive requests from HoD (eg meet parents)

155 Contact with colleagues in hierachy who have special responsibilities

156 Show sample material to HoD

RECORD KEEPING

157 Check attendance list

158 Take register

159 Keep homework record

160 Check work done record to avoid duplicating work

161 Write brief work done record

162 Keep own lesson plans

163 Keep records of mock exams

164 Write students' grade/effort cards each month

165 Write annual student report

ASSESSMENT

167 Write different internal exam papers for different sets

168 Base internal tests on past exam papers

169 Mark own group's internal exam results

170 Send own group's internal exam results to HoD

171 Write personal reference for pupils

172 Refer to school guide on criteria for grading students

173 Transfer information from record book to school report

174 Transfer information from record book to school grade sheets

175 Enter students for public examinations

176 Decide which external exam students will take

177 Decide student's grade by referring to homework

178 Refer to mocks to check student's progress

179 Decide how often to test students

180 Decide form of internal tests

181 Prepare for public examinations

182 Arrange rooms and invigilation for school exams

183 Provide list of exam students for school authorities

184 Inform school exam officer of numbers, names of examinees

185 Organise public oral exams (who, where, when, equipment)

186 Organise listening comprehension for public exam

187 Write and administer communicative (GOML) tests

188 Find out about students' progress in their other classes

189 Write overall report on pupils in tutor group

190 Use published progress/acheivement tests

191 Receive list of names and marks on attainment tests

192 Set pass/fail level for internal tests

193 Do oral examinations

194 Obtain, use, return, public exam materials

195 Supervise public exam

196 Choose internal school prize winning

197 Record texts for listening texts

198 Provide marks for students' sponsors

199 Meet students' sponsor for feedback about course

200 Set questions on exam set book

201 Review and organise school internal exam papers (duplicate, inform teachers, arrange rooms)

202 Draw up and distribute internal exam timetable

203 Arrange room changes for exams

204 Write unit tests

205 Write monthly tests for other teachers

206 Write, distribute, annual year group internal exams

207 Do continuous oral assessment in class

208 Keep track of students' progress on graded objectives forms

209 Select target structures for achievement tests

210 Select exam exercises for achievement tests

211 Set timed home tests

212 Write student reports for "outsiders"

213 Grade students on speaking, writing, reading impressionistically

214 Write general comments on students (attendance, contribution, enthusiasm)

215 Assess students for level change

216 Enter scores on student assessment sheets by week

217 Do oral placement test

218 Prepare final achievement test

219 Use workbook exercises in final achievement test

220 Mark achievement tests

221 Write achievement tests

222

223 Return final achievement test papers

224 Go through achievement test and explain answers to students

225 Go through test and answer students' questions

226 Invigilate written placement test

227 Attend assembly to award FL attainment Certificates

PLANNING - AT OUTSET

228 Rewrite a year's scheme of work (design outline, design materials, prepare ohp, prepare flashcards)

229 Write a scheme of work for one year level

230 Write a scheme of work in terms of textbook units each term

231 Write a scheme of work in terms of level (active/passive) term

232 Write a scheme of work in terms of other resources term

233 Decide teaching : testing ratio

234 Plan scheme of syllabus linked trips for whole department over whole course

235 Look up syllabus for the month

236 Check what skills are listed in scheme of work

237 Select materials/activities

238 Look at class : anticipate their problems

239 Decide themes and structures to cover

240 Decide level to aim for in time available

241 Begin course with theme of students' selves and appearance

242 Anticipate problems that will come up (grammar)

243 Get an overview : how many units in the time

244 Look at coursebook

245 Read relevant materials : course books, other books, past exam papers

246 Look at class:- may know some

247 Anticipate students' problems according to mother tongue

248 Decide students current level

249 Assume a minimum level because of placement

250 Decide what to cover or omit for the whole period

251 Decide which units to supplement

252 Decide pacing

253 Select what to cover from outline syllabus

254 Follow school scheme/plan

255 Choose teaching materials

256 Do book based preparation

257 Work from the book

258 Follow grammar sequence of the book

259 Look in coursebook to see next item

260 Vary use of coursebook exercises

262 Skip a section of the book

263 Use coursebook two thirds of the time

264 Use some coursebook units

265 Do not follow book sequence

266 Find new uses for material for individual classes

267 Modify teaching materials

268 Use content of coursebook differently than writers' intentions

269 Photocopy text from book and write own exercises

270 Give relative importance to different elements in coursebook (tense, function)

271 Select from supplementary skills textbook to fit programme

272 Select main areas from coursebook and plot onto timetable (skills, grammar)

273 Decide on end point in language work, e.g. activity/ discussion

274 Decide on ways of getting to end point

275 Look up materials, reject, supplement, exploit, use

276 Prepare non examinable materials (OMLAC)

277 Supplement coursebook

278 Produce supplementary self study material

279 Use supplementary material for function practice

280 Assess sufficiency of the book's grammar explanation

281 Assess sufficiency of the book's grammar practice

282 Assess sufficiency of the book's skills practice

283 Supplement book when insufficient from other books or authentic materials

284 Decide to go beyond syllabus, e.g. free reading, own materials

285 Find new material for individual classes

286 Look for non book based material to supplement other teachers' work

287 Look out for usable materials

288 Select other materials : newspaper, supplementary course-books, visuals on grammar, for discussion

289 Decide if certain items need extension from any resources

290 Prepare sets of functions and exponents for students to refer to instead of coursebooks

291 Prepare worksheets e.g. reading survey, e.g. questions on video

292 Bring in own material to supplement

293 Look for "link" materials

294 Make more specific choices e.g. reading passage

295 Decide what listening materials to use

296 Prepare how to explain answers on reading passage

297 Decide what to "feed out" of reading passages

298 Look up reference books to answer

299 Link outside trip to syllabus

300 Decide how to link supplementary books with basic books

CRITERIA FOR PLANNING/LESSON DECISIONS

301 Concentrate on mother tongue problems (skills, texts)

302 Choose activities to show how elements in the syllabus relate

303 Decide which areas to supplement with grammar

304 Think more specifically in terms of learning, e.g. lexical areas

305 Decide which skills, structures, functions to practise

306 Balance activities

307 Do more/less grammar practice

308 Teach things that fit with tasks

309 Vary presentation method to keep attention

310 Vary skill practice to keep attention

311 Set tasks to overcome resistance e.g. group writing

312 Present differently according to classes

313 Do more drilling

314 Do more free practice if group is "faster"

315 Fit listening skills into timetable once it is completed

316 Set end of week game/activity for revision

317 Plan next lesson to include unfinished, follow on, next unit

318 Select teaching items according to use/complexity

319 Choose to teach something because of "feel" of a particular group

320 Choose to teach something to give students something new

321 Decide how practice fits with time available

322 Ask self how next point fits with "yesterday"

323 Decide how "edible" new point is, in terms of time of day, students' feel

SHORTER TERM PLANNING - WEEKLY

324 Change plans in more detail by week/day

325 Plan composition areas

326 Refer to own list of past composition areas

327 Make a list of composition topics

328 Look ahead to plan themes

329 Assign one day a week for planning

330 Plan 3h as a block

331 Plan a week's timetable, linked by theme (grammar, language lab, writing, reading for pleasure, game, soc sits)

332 Plan according to a theme to incorporate structure/ topics

333 Plan in 1 week unit

334 Plan in 1 month unit

335 Assign days to different activities with same class

336 Give week's scheme of work to students

337 Assign themes for less than a week

338 Avoid detailed long term planning

339 Avoid weekly themes : shorter

340 Prepare next day in detail

341 Take stock on Friday (look back, plan ahead, decide how much to cover next week)

SHORTER TERM PLANNING - "LAST MINUTE/DAILY"

342 Arrive well before class

343 Prepare lessons in school

344 Make detailed lesson plans the night before e.g.steps, timing

345 Plan lesson night before

346 Check lesson plan beforehand

347 Note down points for lesson

348 Prepare on the day for afternoon class

349 Get in early to plan in better focus

350 Decide plan for the day's teaching

351 Divide up class time in head/in notes

352 Skim/check book before class

353 Read through reading passage

354 Prepare teaching materials for the next day at school

355 Prepare materials to be duplicated

356 Check if video is booked

357 Make photocopies

358 Check if ohp is in room

359 Check if equipment is working

360 Listen to tapes before

361 Find place on video/audiotape

362 Get together materials for lesson

363 Get together materials for the whole day's teaching

364 Collect teaching materials from staff room

MOVEMENTS/OTHER

365 Talk to colleagues in office/staffroom

366 Listen to personal concern of colleagues

367 Out of school social contact with colleagues

368 Leave school premises between sessions

369 Go to teachers' quiet/study area

370 Go to language teaching area of school

371 Have lunch at school

372 Stay at school about 1 hour after classes

373 Do school work during vacations

GENERAL PEDAGOGY IN CLASS

374 Orient new students

375 Work from an individual error by teaching to whole class

376 Use L1 to explain grammar rules and L2 examples

377 Focus/Explain concepts in presentations

378 Set language in self explanatory context

379 Elicit discussions about grammar

380 Teach structure distinctions

381 Ask students to choose form to match meaning

382 Students give meaning of new structure

383 Provide grammar examples

384 Elicit L1 equivalent of structure from students

385 Explain grammar/structure in L.1.

386 Tell students meaning of grammar form

387 Ongoing checking of attention and or comprehension

388 Give classroom instructions in TL

389 Translate key vocabulary in texts

390 Use L.1. to avoid misunderstanding

391 Decide if point mastered by class

392 Ensure understanding of activities

393 Resume, tie together at end of lesson

394 Tell student what you are going to do

395 Lecture

396 Teach by plenary q. and a.

397 Answer student questions

398 Give task instructions

399 Missing. Renumber 400-521 as 399-520

400 Decide when to give a break to students

401 Refer to outline lesson plan and timings

402 Demonstrate non teacher centred work

403 Set different tasks to different groups in the class

404 Assign students into groups in class

405 Get students in group tasks for practice

406 Move students to seats with different partners

407 Use other students

408 Use flashcards

409 Use ohp

410 Use visual aid you have made

411 Use mime

412 Give students a sorting activity

413 Monitor, help pairs

414 Run through sample exam questions

415 Decide whether to present something to whole class or sub-group

416 Provide extra work for individual students

417 Discuss themes from FL literature in TL

418 Send students to FL "assistant" for practice/testing

419 Set individual seatwork

420 Set rote learning tasks

421 Set rote learning tasks in groups

"DIAGNOSTIC" WORK WITH STUDENTS

422 Set students questionnaire about selves

423 Find out about students social contacts

424 find out about students personal life/circumstances

424a Ask students what they expect from the course

425 Ask students what they see as their weaknesses

426 Set questions to identify students interests, problems, topics, attitudes in reading

SKILL TEACHING

427 Set writing tasks as follow up to role play

428 Set writing tasks based on textbook

429 Do written work for reinforcement

430 Set text analysis tasks leading to writing different genres

431 Teach FL literature

432 Use reading or writing for quiet after oral work

433 Read silently in class

434 Set reading tasks

435 Study texts about TL area and discuss in L1

436 Use school's listening materials

437 Decide form of listening

438 Decide where to do listening

439 Introduce current affairs discussion with pupils in year group

440 Pair practice of taped dialogue

441 Students repeat what is on tape

442 Use pairwork

443 Use uncued dialogues

444 Organize pupil prepared dialogues

445 Prepare for exam oral with communication tasks

446 Bring books to students to choose from for out of class reading

447 Allow students to choose books

448 Each week, deal with a composition area and add new elements

449 Show students good pieces of writing parallel tasks to feed information, provide models

450 Feed in information for homework writing

451 Do specific exercises for homework writing

452 Discuss approach to essay with students

453 Discuss organization of essay with students

454 Set writing tasks in class

SPONTANEITY

455 Allow sidetracking

456 Expand a spontaneous point

457 Allow unplanned, freer activities

458 Do more spontaneous work if class goes well

459 Teach spontaneously, without planning

460 Follow up contributions by students

461 Depart from syllabus via learner contributions

PARTICIPATION

462 Single out student who will get things going

463 Avoid questioning certain students

464 Be aware of atmosphere, dynamics in group

465 Find cause of bad atmosphere, bad dynamics in group

466 Change own behaviour to improve atmosphere, dynamics

467 Try to equalize participation time

468 Single out non volunteers to participate

469 Set more difficult questions for active students

470 Select active students to demonstrate

471 Assess reason for active participation

472 Create relaxed learning environment

DECISIONS BECAUSE OF EXPERIMENT/TRIAL

473 Try out and assess new ideas from seminar

474 Try out ideas from course

475 Experiment

476 Apply lesson ideas from observed teaching practice

477 Do research on communicative methods

478 Apply inservicing/working party materials in teaching

LANGUAGE LABORATORY/VIDEO

479 Set language lab tasks

480 Set lab exercises

481 Instruct students on how lab works

481a Deal with students' questions in lab

482 Set up room change for video

483 Rewind lab tapes

484 Set up lang. lab

IN CLASS PRACTICAL/INFORMING

485 Answer students questions about current affairs

486 Tell students about London

487 Tell students where to get practical information

488 Help student with problems with other institutions

489 Help students with practical problems

490 Give career information to students in your tutor group

ASSESSMENT OF STUDENTS REACTION/LEARNING - PLANS

491 Assess students general level

492 Assess what students are bad at)
students problems are)

493 Apply "feel" for how different students will react

494 Tackle book differently according to classes

495 Vary coursebook for interest

496 Prepare more if class goes badly

497 Build activities on students' own interests

498 Think over general picture and consider ideas

499 Think from lesson to scheme

500 Adapt method to class against own preference

501 Note down comments on lesson

502 Explain why lesson hasn't worked

503 Assess what students will respond to

504 Find out what topics students will respond to

505 Assess what activities students do or enjoy

506 Assess students' oral progress

507 Encourage students to say if not getting what they want during course

508 Decide what students need more of

509 Discuss pupils progress with parents

510 Give encouragement on learning or progress